

**LINGUAGEM E COMUNICAÇÃO INTERCULTURAL NO AMBIENTE
SOCIAL E CULTURAL JUVENIL**

***LENGUAJE Y COMUNICACIÓN INTERCULTURAL EN EL ENTORNO
SOCIAL Y CULTURAL JUVENIL***

***LANGUAGE AND INTERCULTURAL COMMUNICATION IN YOUTH SOCIAL
AND CULTURAL ENVIRONMENT***

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RESUMO: Na era vigente, a relevância da formação da competência sociocultural dos jovens por meio de uma língua estrangeira é mediada pelos requisitos sociais e culturais mais importantes para o desenvolvimento da linguagem e da comunicação intercultural. O artigo visa encontrar as melhores condições psicológicas e pedagógicas que contribuam para otimizar o processo de formação de competências socioculturais juvenil por meio da linguagem e da comunicação intercultural. A principal abordagem para estudar esse processo é a abordagem culturoológica baseada no uso do nível comunicativo integral de domínio dos valores da cultura e da sociedade. Este método permite implementar a necessária estruturação do processo no contexto da implementação da experiência social e cultural dos jovens. Com base nos resultados obtidos, a língua estrangeira atua como meio de comunicação eficaz relacionado à formação de competências culturais gerais.

PALAVRAS-CHAVE: Língua estrangeira, Língua e comunicação intercultural, Ambiente social e cultural, Estudante, Juventude.

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RESUMEN: *En la época actual, la relevancia de la formación de la competencia sociocultural de los jóvenes a través de una lengua extranjera está mediada por los requisitos sociales y culturales más importantes para el desarrollo de la lengua y la comunicación intercultural. El artículo tiene como objetivo encontrar las condiciones psicológicas y pedagógicas más óptimas que contribuyan a optimizar el proceso de formación de competencias socioculturales de los jóvenes a través del lenguaje y la comunicación intercultural. El enfoque principal para estudiar este proceso es el enfoque culturológico basado en el uso del nivel comunicativo integral del dominio de los valores de la cultura y la sociedad. Este método permite la implementación de la estructuración del proceso requerido en el contexto de la implementación de la experiencia social y cultural de los jóvenes. A partir de los resultados obtenidos, una lengua extranjera actúa como un medio de comunicación eficaz relacionado con la formación de competencias culturales generales.*

PALABRAS CLAVE: *Lengua extranjera, Lengua y comunicación intercultural, Entorno social y cultural, Estudiante, Juventud.*

ABSTRACT: *In the prevailing era, the relevance of the formation of youth's sociocultural competence through a foreign language is mediated by the most important social and cultural requirements for the development of language and intercultural communication. The article aims to find the most optimal psychological and pedagogical conditions that contribute to optimizing youth sociocultural competence formation process through language and intercultural communication. The leading approach for studying this process is the culturolological approach based on the use of the integral communicative level of mastering the values of culture and society. This method allows implementation of the required process structuring in the context of the implementation of youth's social and cultural experience. Based on the results obtained, a foreign language acts as a means of effective communication related to forming general cultural competencies.*

KEYWORDS: *Foreign language, Language and intercultural communication, Social and cultural environment, Student, Youth.*

INTRODUCTION

The relevance of the research is determined by the most important conditions which form the creative needs of young people and determine the social values and cultural ideals. These values are associated with the establishment of constructive intercultural contacts aimed at social consciousness and knowledge of a foreign language integration. According to the State youth policy of the Republic of Tatarstan, the search for methods for realizing the potential of youth communication abilities should be organized regarding globalization processes. Sociocultural competence should be developed in context with intercultural experience of youth. This in turn, contributes to the introduction of effective models for personal models of

development. As a result, the need to implement programs and projects linking all levels of mastering the skills of a foreign language should be realized on the basis of involvement into multiple forms of sociocultural environment (Fakhrutdinova and Shamsutdinova, 2019). So, the intercultural dialogue will be focused on comprehension of the possibilities of cognition activating while searching for the necessary systems for applying knowledge (Zhezhera, 2008). Consequently, the use of communicative and sociocultural competences of a person should be determined by the use of multilevel methods linking the forms of new knowledge and skills development (Chumarova et al., 2019). Hence, the interaction of youth in the process of any intercultural dialogue should be based on innovative social and cultural practices, which expand ideas about sociocultural competence in the context of the empirical experience of the individual and creative cognitive processes systematizing (Suleimanova, 2014).

The objective process of the intercultural dialogue development on the basis of a foreign language is connected with social processes that form sociocultural competence in the system of dynamics of interpersonal relations. Therefore, the design of the sociocultural environment of the university, which has a multicomponent basis that promotes the application of various skills, intercultural range and the breadth of various intercultural situations are the necessary conditions.

This requires some young people training, as well as the search for the necessary professional systems of the world level.

The internalization of the social and cultural contexts of a foreign language links in this direction the search for new adapted techniques and innovative parameters for assessing the quality of mastering language skills (Ponukalina, 2009).

Youth leisure activities at the university today are determined by those trends, that affect the quality of their sociocultural competence formation. Therefore, the foundations of the development of the emotional-value attitude to the world should be based on the semantic and worldview potential of a foreign language, which forms an individual's activity in intercultural communications. The complexity of the formation of the sociocultural competence of young people is due to the fact that it is determined by the phenomenology and existence of a foreign language in the context of intercultural identity, as well as the need to rely on the modernization processes of cultural values transmitting.

METHODS

Research methods

In the research the following research methods were used: method of theoretical analysis and synthesis (comparative, logical); empirical methods, methods of non-included and included observation, method of studying documents, conducting of diagnostic surveys, correlation analysis of Student's t-test, congression method, method of computer diagnostics, studying and summarizing the experience of using a foreign language in intercultural communications.

Experimental base of research

Pilot work was carried out on the basis of the Kazan State Institute of Culture (KazGIK), Kazan Innovative University named after V.G. Timiryasov (IEUP).

Research stages

The study was carried out in three stages:

- at the first stage - the preparatory stage - the experience of using a foreign language in the context of sociocultural projects in the framework of the program "Integration of Cultures" was studied;
- at the second stage - the main stage - the identified psychological and pedagogical conditions were applied, the hypotheses of experimental testing of the revealed conditions were considered, specialized literature on the organization of youth leisure was studied;
- at the third stage - the final stage - experimental work was carried out to implement the conditions, the technology of stimulating of youth linguistic culture in the system of intercultural dialogue was used; measurement of sociocultural competence was made in the conditions of establishing interconnections realized in the experiment; the results were summed up.

RESULTS AND DISCUSSION

The structure and content of psychological and pedagogical conditions for the formation of sociocultural competence

The structure and content of psychological and pedagogical conditions are determined in our research by the cognitive and functional processes of acquiring the fundamentals of a foreign language in the system of sociocultural competence. The most important condition is the usage of the procedural mechanisms of the social and cultural environment based on the regulation of the value and normative usage of the personality's linguistic practice. The next condition is the usage of language literacy skills that affect the youth intercultural relations and ensure the systematization and control of the leisure culture of the individual at the university. Cultural systems for the implementation of cultural and social directions of the projects used on the basis of ties with foreign delegations are an important condition. An effective psychological and pedagogical condition is the design of a social and cultural environment in the context of the development of interethnic cultural contacts of youth and the integration of their experience based on the application of skills to assess the values of global culture. These conditions are developed on the basis of cultural ties of sociocultural activities and the mechanisms of structuring the motivational-value orientations of a person to study a foreign language, as well as the cultural value-orientational preferences of young people that determine the effectiveness of multicomponent and multistage socialization.

Stages of implementation of conditions

The stages of the implementation of the conditions are determined by local acts of the university leisure system. However, in our work, these conditions were introduced on the basis of a pilot study using social and cultural techniques that have both experimental and theoretical and applied values. In this direction, the most important stage in the introduction of conditions was the applied language practice of youth, taking into account potential levels of sociocultural competence, stimulating their informativeness in the development of knowledge in the context of inculturation and integration of a foreign language into meta-subject areas of leisure under the influence of the phonetic, syntactic and semantic meaning of the English language. The final stage was the use of tasks and exercises that formed the stable skills of the English colloquial speech of youth and updating their formed English idioms. At this stage, it was important to use design and software case technologies that contribute to the assimilation of the values of any intercultural dialogue and prioritize cultural identity of a person.

Stating stage

At a stating stage of the experiment, diagnostics of the levels of formation of the sociocultural competence of youth in the system of sociocultural environmental changes was carried out. Based on the measurement of the social characteristics of the process and the interpretation of subjective results, data associated with the tests were obtained. As a result of a pilot study, in the experimental groups, after the calculations of Student t-test, the squares of deviations were revealed, which made it possible to state that the ability to critically evaluate their actions, the ability to plan ways and choose adequate means for organizing their free time affect the quality of intercultural dialogue and determine not only the level of sociocultural competence, but also realize the systems of its functional properties (Table 1).

Table 1. The results of the diagnostics of levels of sociocultural competence in the experimental and control groups at the beginning of the experiment, in%

Groups	Integrative	Personified	Attributive
1 Control	17.2	46.3	36.5
1 Experimental	12.2	45.8	42
2 Control	16.8	42.3	40.9
2 Experimental	13.7	44.6	41.7

As a result of the diagnostic phase of the experimental work, it was stated that information about sociocultural activity and cultural and background knowledge of the language are associated with the use of the sociocultural responsibility of the person, which affects the emotional culture of communication. However, a lot of participants in our experiment have complicated perceiving of various intercultural situations, which emphasizes the relevance of the formation of intercultural dialogue in the context of the intellectual and moral

significance of a foreign language. The participants in the experiment were not able to fully realize oriented authentic language and speech information, as they were not able to establish valuable relationships with native speakers. Therefore, the conduct of our experiment is necessary on the basis of increasing the key components of the sociocultural competence of youth with the introduction of innovative cultural-developing and socio-educational types of sociocultural practice. As a result of this, the necessity of introduction of the identified psychological and pedagogical conditions is ensured by the inclusion of high-tech programs, including the involvement of foreigners as the main communicants. This determines the possibilities of using the leisure methodology based on the development of the emotional and moral content of the educational resources of the university's leisure activity. During the experiment, four levels of realization of the sociocultural competence of youth in the sociocultural environment were identified (Figure 1).

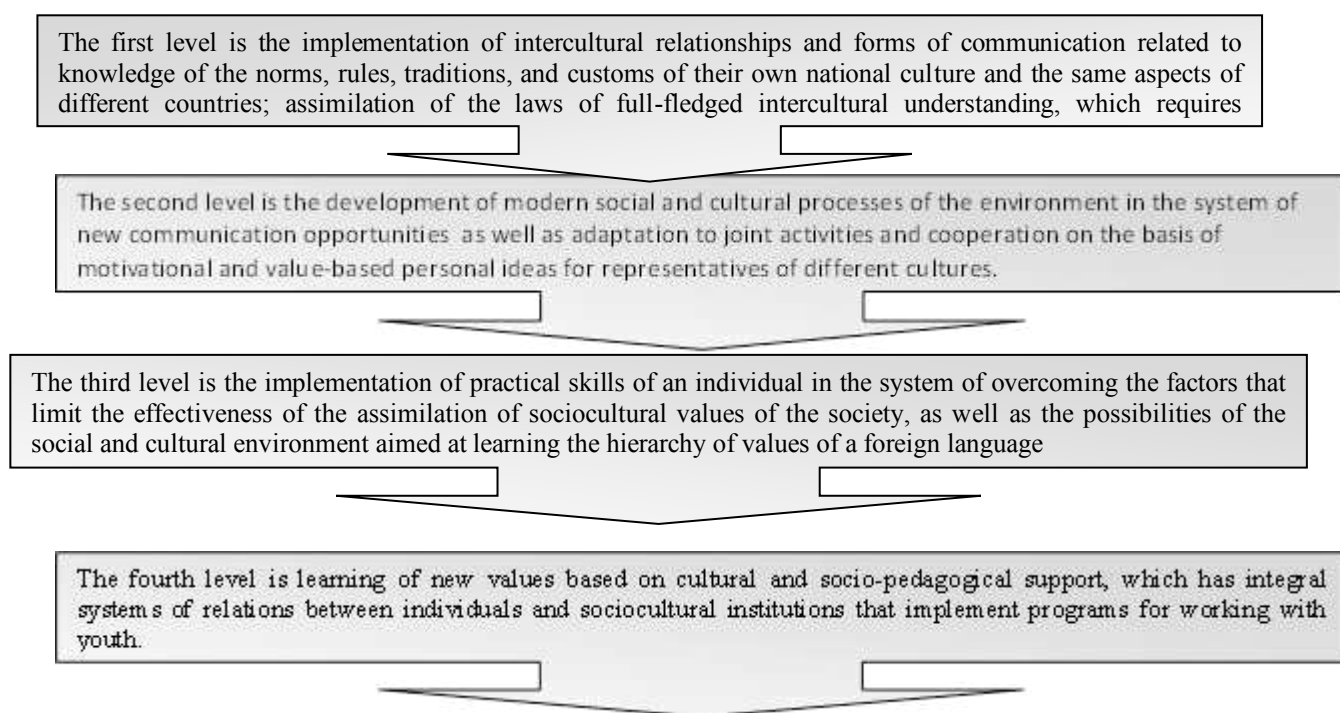


Figure 1. Four levels of implementation of sociocultural competence of young people in a sociocultural environment

The initial stage

At the initial stage of the experiment, the programme "Integration of Cultures" was developed and implemented in the system of formation of sociocultural competence of young people in leisure conditions. The program includes the following areas: educational and orientation; spiritual and communicative; social and creative; cultural and language and lingvo-regional geographic. The program provided comprehensive development of the sphere of pedagogical potential usage of sociocultural and departmental institutions according to the system of innovative requirements for introduction of sociocultural technologies of intercultural communication. It made it possible to personalize historical and cultural symbols on the basis of processes that structure the content of creative and communicative integral development of

the personality of young people. During the implementation of the program, the value indicators of sociocultural competence of the individual were improved, as well as a multidimensional practically-transformative linguistic culture of the individual, having various spheres affecting the dynamics of intercultural dialogue.

Content and activities of sociocultural competence of young people

Age requirements for the organization of youth language practices are determined by the specifics of youth identity in subcultural socialization spaces. Self-designing of the person took place on the basis of the following activities: cultural and leisure project "Breath of Time"; competition of the translations "NAOBOROT"; Kazan DesignWeek; Project "Non-verbal communication," work-shop "Searching for resources for creative self-realization of personality by art therapy methods"; Intercultural communication with foreign delegations: Doctor of Philosophy, Professor Tracy Nicholas Bush (Ferris University, USA), Morgan Brian Richardson (Tulsa University, Oklahoma, USA), participants of "Project D" - Stefan Hermann, Wilhelm mine Schwab, Martina Stoe (Dresden, Germany). These activities included speaking practice, implementation of a multilevel component of sociocultural education, involvement of students into voluntary and publicly accessible social and cultural activities in the field of leisure.

Experimental testing of the effectiveness of the identified psychological and pedagogical conditions

During the experiment, it was found that raising levels of sociocultural competence is possible on the basis of organizational procedures that contribute to the development of creative individuality in the system of use of new sociocultural knowledge, which allowed to develop cognitive interest, as well as a high level of understanding of cultural processes of society. Participants in the pilot groups were involved into a complex multi-dimensional process of information exchange based on the development of a common cultural and linguistic outlook. Sociocultural competences were diagnosed in the experimental group based on the systematization of leisure knowledge (Table 2.)

Table 2. Sociocultural competence in the system of functional properties

Sociocultural competences in leisure conditions	Social index
Kazan State Institute of Culture	
awareness of the social significance of leisure activities	7
understanding the sociocultural problems of the region	5
striving for constant self-development	4
Kazan innovative University named after V. G. Timiryasov	
ability to establish the basis of processes and phenomena in the sociocultural sphere	6
be able to critically evaluate self actions	8
be able to plan ways and to choose adequate means for spare time organizing	7

The formation of sociocultural competence of young people in the final stage of the experiment was connected with the use of communicative space, which is subordinate to the patterns of regional and intercultural exchange of experience between foreigners and

university students. It can be stated that the use of the share of allocated projective and technological programs is determined by the use of cognitive methods, which have expanded the language practice of young people on the basis of the application of a number of functional and activity characteristics. The application of patterns of developing leisure space was based on the systematic and systematic practice of multivariate intercultural models of dialogue. This is due to the realization of various levels of motivation-value and cultural-orientation knowledge of language bases.

Sociocultural competence is based on the regularities of the sociocultural environment mediated by new programs in various levels and directions of the stating experiment. The possibilities of social and cultural activity of our participants were connected with the realization of communicative qualities, social and moral orientation to changes in the social and value dimension, as well as with new social and cultural innovative behavioural models affecting the quality of intercultural dialogue. Changes in behaviour and activity were determined by the development of cultural and leisure strategies of the individual, which were implemented under the conditions of the program "Integration of cultures." These strategies are justified in the system of personal positioning of their needs for changes of a new creative nature (Fakhrutdinova et al., 2015)

The final diagnosis of the formation of sociocultural competence was considered in connection with the implementation of communication of the university environment, its impact on the potential foundations of control and correction of the language skills of the individual. The possibilities of using educational resources of the social and cultural environment should be identified in the conditions of cultural and mass events for young people. Summing up the results of the changes that took place with the participants at the final stage of the experiment - the control stage, we came to the following results:

Table 3. The levels of sociocultural competence in the experimental and control groups at the end of the experiment, in%

Groups	Integrative	Personified	Attributive
1 Control	19.6	46.6	33.8
1 Experimental	35.4	45.7	18.9
2 Control	18.2	47.7	34.1
2 Experimental	31.6	59.9	18.5

The use of the results of the experiment has been confirmed in the context of mass and individual forms of work with young people on the application of intercultural dialogue skills. The possibilities of implementing communication skills in conditions of level change dynamics were realized on the basis of the criteria of efficiency of the process of formation of sociocultural competence of young people in conditions of leisure: sociocultural, activity, cognitive, emotional-value.

In the experimental study, a correlation analysis of the Student's t-criteria for control groups revealed $t_{Emp} = 2.6$, for experimental groups - $t_{Emp} = 10.1$, which proves the effectiveness

of the experiment in determining the area of significance from 9.92 and the area of insignificant from 4.3 under the conditions of the tests. But, it was also concluded that the difficulty of implementing the program was due to the lack of desire of the individual to change the results of his activities.

SUMMARY

The problems of sociocultural competence formation were discussed in the context of intercultural communications (Fakhrutdinova and Vinnikova, 2017; Andreyeva et al., 2019; Mazhar, 2018; Kostina, 2013), The use of the leisure system in the conditions of control and correction of the cultural development of a person based on the formation of their sociocultural competence was studied by Korolkova (2018), Kirillova (2015), Morozova (2017). The problems of youth communication in the transformation of the sociocultural environment were reviewed by Vaysero (2016), Karpova (2017), Tikhonov (2017).

However, the analysis of scientific papers on the problem of the formation of sociocultural competence of young people in the context of intercultural dialogue has revealed that scientific research and theories are aimed more at identifying the causes and principles of self-regulation of sociocultural mentality, to a lesser extent it is related to foreign language and its study in leisure conditions.

CONCLUSION

The study revealed that the sociocultural environment is the most important factor that has connections with society based on historical, civilizational, and philosophical teachings mediated by the use of intercultural interaction based on communication language systems. English is an important tool that transforms the individual's consciousness into systems of language carriers of culture and values based on understanding the values and goals of the content of their orientation in the intercultural dialogue. The possibilities of the experiment allowed us to establish that the participants of the experimental groups have mastered a valuable set of knowledge and skills due to the civilizational context and the modernization of ethno-cultural processes. The use of foreign language skills in this direction is associated with the most important environmental and typological factors that carry both semantic and ideological load. However, cultural stereotypes sometimes hindered the implementation of innovative projects, so an important psychological and pedagogical condition is the training of professional personnel in the field of educational resources of the University based on the involvement of young people in sociocultural and socially significant events.

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CONFLICT OF INTEREST

there is no conflict of interest.

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